

Evidencing the impact of the Primary PE and sport premium



**BYRON WOOD
ACADEMY**

Astrea Academy Trust
INSPIRING BEYOND MEASURE

Revised: July 2022

Commissioned by



Department
for Education

Created by



**YOUTH
SPORT
TRUST**



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school's budget should fund these.

Please visit [gov.uk](https://www.gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2022. To see an example of how to complete the table please click [HERE](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£19570
How much (if any) do you intend to carry over from this total fund into 2021/22?	£10,000
Total amount allocated for 2021/22	£19520
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£29520

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section to your best ability. For example, you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the NC programme of study	23%
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020. Please see note above	23%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	23%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	98%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	Yes. The premium has been used for a Y3 block of swimming as well as Y4.

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2020/21		Total fund allocated: £19,510	Date Updated: 11/05/2022	
Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: £5,775.64 (19.2%)
Intent	Implementation		Impact	
Our school focus clear outcomes and impact on pupils:	Actions to achieve:	Funding allocated:	Evidence of impact:	Sustainability and suggested next steps:
To ensure a vast number of opportunities are available for all pupils to engage in 30 minutes of activity a day.	<ul style="list-style-type: none"> - To develop our playgrounds facilities. - Increase the amount of equipment for better availability. - To purchase and utilise equipment at break and lunch time for wider opportunities. - Training for Break/Lunchtime supervisors to be 'Sports Activators'. - Break/Lunchtime sport and equipment rota has been implemented for football for equal opportunities. Enforced by PE Coordinator. - Active Lessons take place throughout the school, especially in maths. - Early Years outdoor activity permitted for all weathers 	<p>Arches SSP £342 (£1710 for year package and impacts all KI's)</p> <p>PE Equipment £3960.43 (£7920.86 in total. Benefits KI1 & KI4)</p> <p>All weather outdoor equipment EYFS £1.083.33</p> <p>Equipment for playground £389.88</p>	<ul style="list-style-type: none"> - Higher activity levels and inclusion since the removal of COVID bubbles. - Observations and pupil voice, highlights the popularity of specific equipment that we can offer more of. - Break/Lunchtime staff aware of the rota and equipment timetable. - More children active during playtimes though use of different sporting equipment 	<p>Further increase the range and quantity of break/lunchtime equipment to enable more pupils to utilise.</p> <p>Ensure new school spaces are designed to develop specific sporting areas with new outdoor equipment for example permanent basketball nets, yard markings, football nets etc.</p> <p>Plans to utilise green space situated next to school will increase participation space.</p> <p>Introduce regular break time initiatives with regular incentives and differentiation of activities.</p>
Aiming to encourage physical activity outside of school, where pupils can perform 30 minutes or physical activity.	<ul style="list-style-type: none"> - Road closure outside school, promotes a form of activity, on the way in/leaving school. - 'Active Travel' Week encourages all pupils to school via any form of physical activity. - The promotion of sports clubs and activity/event days. 		<ul style="list-style-type: none"> - 68% of children actively travelled to school throughout the challenge. - Y3/4 participating in healthy eating cooking activities and lessons. - Evidence of pupils taking part in advertised opportunities (clubs, activity days, events). 	<p>Encourage the use of the cover with bike rails for children coming to school on bikes/scooters etc.</p> <p>Encourage and reward children to continue to travel in an active way.</p>

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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				£525.34 (1.8%)
Intent	Implementation		Impact	
Our school focus clear outcomes and impact on pupils:	Actions to achieve:	Funding allocated:	Evidence of impact:	Sustainability and suggested next steps:
Ensuring the profile of PE and School Sport, remains high following the ease of COVID rules.	<ul style="list-style-type: none"> - The Principal, Senior Leadership Team (SLT) and PE Coordinator highlight the importance of PE and the impact it has on discipline and academic attainment. - To ensure children and staff see the benefits of PESSPA as a tool for whole school improvement. - Utilising the schools' newsletter to inform parents and guardians about the curriculum and opportunities. - Planning for display board to have PE and School Sports content to promote physical activity. - Social media platforms. 		<ul style="list-style-type: none"> - Meetings with SLT members to discussed PESSPA development as well as reviewing previous initiatives and strategies. - The schools Twitter account enables us to directly feed information about PE and School Sport to our followers. - Newsletters aid with the celebration of sports and the pupils' achievements. - Pupils can articulate why sports are beneficial and how different movements can improve different parts of the body. 	<p>Ensure SLT meetings are frequent enough to make a difference to the delivery of PE and School Sport and academic attainment.</p> <p>Keep up to date with guidance form the DfE regarding PESSPA.</p> <p>Ensure the display board has contents that are beneficial, informational and educational.</p>
Raising the standards of PESSPA across the school.	<ul style="list-style-type: none"> - GetSet4PE assisted the PE co-ordinator in termly/yearly planning and assisted the teachers in planning, assessment and confidence. Development of a new broad and balanced curriculum map using GetSet4PE. - Create and promote sporting strategies and initiatives that provide academic learning as well as physical development. Such as our 2020/21 Olympic Sports Day. - Provide Staff with CPD sessions to develop their knowledge of sport and the benefits they have on child cognitive development and attainment. (See KI-3) 	<p>Arches SSP £342 (See KI1)</p> <p>GetSet4PE £183.34 (Total cost £550 and impacts KI2, KI3 and KI4)</p>	<ul style="list-style-type: none"> - Teachers supported curriculum set through GetSet4PE has enabled skills are built on and progressed - Pupils are continuing to take part in well planned and sequenced lessons. - Teachers are more aware of progression of skills throughout the year groups. 	<p>Continue to provide 2 hours a week of high quality, inclusive PE lessons for all children within the school.</p> <p>Continue with the half termly rotation of sporting area/subject.</p> <p>Support and upskill staff through CPD opportunities from external providers e.g., Arches and the schools PE co-ordinator.</p> <p>Arches to complete a deep dive scrutiny day in September and in 2023 (Set for 2022-23).</p>

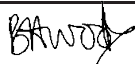
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£3,137 (10.6%)
Intent	Implementation		Impact	
Our school focus clear outcomes and impact on pupils:	Actions to achieve:	Funding allocated:	Evidence of impact:	Sustainability and suggested next steps:
Ensure our school is committed to continually developing confidence and competence of teachers and wider school staff to enable them to deliver high quality physical education, school sport and physical activity.	<ul style="list-style-type: none"> - CPD opportunities to be provided to teaching and support staff. - Arches staff audit has been sent out to analyse ability and confidence. - A Development Plan has been created to provide staff with PESSPA expectations and objectives that the school aim to achieve. - PE Coordinator to support with lesson planning, preparation and assessing. 	Arches SSP £342 (See KI1)	<ul style="list-style-type: none"> - Twilight sessions have focused on improving specific needs based on Audit reports. - The development plan has been sent out and read by staff members. - Staff feel comfortable asking PE Coordinator for guidance or help when adapting a lesson to a groups' needs. - Pupils' PE lessons are improving in terms of structure, pupil ability and development. 	<p>To continue with CPD opportunities for existing and new staff.</p> <p>Raise standards of PE teaching further by increasing the number of learning walks and lesson observations across the academic year by PE Coordinator, SLT and Arches to ensure quality of lessons remain high and concurrent.</p> <p>Increase teacher confidence of particular areas, using the audit as a baseline for further development.</p>
Ensure teachers have a bank of high-quality resources/lesson plans and assessment tools.	<ul style="list-style-type: none"> - Use the scheme of work GetSet4PE to provide a structured approach to progressive PE from early years to year 6 through a framework of learning objectives. - PE Coordinator supports with adapting lesson plans to ability and with available equipment and space. - Inventory check was conducted in October 2022 and necessary equipment was purchased. 	GetSet4PE £183.33 (See KI2) Facility Equipment £2611.67 (£5223.34 in total. Benefits KI3 & KI4)	<ul style="list-style-type: none"> - The scheme of work was used to support the teachers by providing activity ideas, teaching points, specific terminology and a tool for assessment. - PE cupboard was organised effectively and labelled for teaching staff to easily identify equipment and access what they need. - New equipment purchased in line with the GetSet4PE 	<p>Audit staff with regards to GetSet4PE. Ensure staff understand how to utilise the lesson plans and curriculum map.</p> <p>PE Coordinator to conduct bi-termly inventory checks on equipment to ensure we have sufficient equipment.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: £18,811.77 (63.7%)
Intent	Implementation		Impact	
Our school focus clear outcomes and impact on pupils:	Actions to achieve:	Funding allocated:	Evidence of impact:	Sustainability and suggested next steps:
Get Set 4 PE enables us to have a varied curriculum plan for all year groups.	<ul style="list-style-type: none"> - Enables all pupils to develop their skill, knowledge and ability using a progressive plan. - Provides a diverse number of sports for staff to access and teach their classes. - Pupils get to experience more sports and explore the sports outside of school through support and guidance. - Judo was introduced into Y4 and Y6 curriculum to diversify sporting opportunities. 	<p>GetSet4PE £183.33 (See KI2)</p> <p>PE Equipment £3960.43 (See KI1)</p> <p>Judo Provision £1320</p> <p>Facility Equipment £2611.67 (See KI3)</p>	<ul style="list-style-type: none"> - Each year group have specific developments in each sport offering continuous development. - Pupils are able to repeat key teaching points and demonstrate skills learnt. - Pupil audit allowed PE Coordinator to understand pupils' perceptions of PE. - Pupil audit also allowed PE Coordinator to assess the sports that pupil enjoy and would like to participate in. - Judo offers a diverse curriculum whilst aiming to improve discipline. 	<p>Outdoor equipment can be improved and the quantity can be increased offering more equipment to more pupils at break/lunchtime.</p> <p>Continue to assess pupils understanding of new sports through pupil voice.</p> <p>Ensure staff are continuing to correctly and successfully provide the curriculum to pupils to guarantee varied sports.</p>
Ensure all children have access a broad range of sports and activities in PE and through extracurricular opportunities.	<ul style="list-style-type: none"> - PE Coordinator ensures that pupils are learning and developing new skills and utilising equipment at break time. - Intra-competitions offer a diverse range of Sports and Physical Activities. - Afterschool football sessions occurred for all year groups in KS2. Prioritising girls' participation to aid the Women's Euro promotion. - Afterschool cricket clubs were placed, to appease popular demand. And allow teams to be developed for upcoming cricket competitions. - Arches providing a balance bike taster session for Reception pupils. - Bike-ability providing bike lessons and road safety to our Y5 pupils. 	<p>Swimming: £9350.84 (extra block for whole year group)</p> <p>Arches SSP: £342 (See KI1)</p> <p>EO Allstars: £1043.50 (Total £2087 Benefits KI4 & KI5)</p>	<ul style="list-style-type: none"> - Pupil voice and observations confirm that break/lunchtime physical activity is improving and incorporating diverse sports and activities. - Intra-competitions are providing positive inclusion statistics as well as working as a motivational tool for school attainment. - Afterschool clubs are allowing pupils to further develop their skills. - All extracurricular activities are offering pupils to discover new sports as well as identifying sports for continuous participation. - Swimming for both years groups 3 and 4 allow further experience and development. 	<p>Continue to work with Arches to promote Sport and Physical Activity and utilise the opportunities they offer.</p> <p>Continue to identify barriers to engagement and learning and find ways to overcome them.</p> <p>Assess the success of each club to ensure engagement is maintained.</p> <p>Promote activities and events across the school so the children, staff and families are aware of the wider opportunities available to them.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£1,385.50 (4.7%)
Intent	Implementation		Impact	
Our school focus clear outcomes and impact on pupils:	Actions to achieve:	Funding allocated:	Evidence of impact:	Sustainability and suggested next steps:
1) Aim to offer more competitive sports and physical activities outside of school.	<ul style="list-style-type: none"> - Arches package provides access to competitions and events. - Astrea hosts a variety of competitions that we attend. - We took part in the Astrea tri golf competition. - Astrea Partnership Games is an academy wide competition that we attend. 	<p>EO Allstars: £1043.50 (See KI4)</p> <p>Arches SSP: £342 (See KI1)</p>	<ul style="list-style-type: none"> - The tri golf competition was used as a positive behaviour reward for pupils who benefitted from sport participation. - EO Allstars organise and host multiple intra-competitions and inter-competitions. 	<p>Identify when the Arches competitions are to ensure the participation and increase competition attendances.</p> <p>Promote and attend the Astrea Partnership Games.</p> <p>Communicate with other schools in and out of the Astrea partnership to organise and attend/host competitive games.</p>
2) Internal initiatives need to be created with specific outcomes and awareness of the initiatives needs to be ensured.	<ul style="list-style-type: none"> - 'Byron Woods Frosted Fun Month' was an intra-competition to offer every pupil in the school the opportunity to perform 30 different activities over a month. - Easter Treasure Hunt offered the whole school the opportunity to develop OAA skills. - KS2 competed in a rounder's tournament that supported celebration and sportsmanship values. - Astrea Olympics attended 		<ul style="list-style-type: none"> - Children from KS1 and KS2 attended the Astrea Olympics where they completed competitively against other schools. 	<p>Create future initiatives that develop skills, knowledge and fitness for pupils.</p> <p>Attend other competitions within Astrea and Archers</p>

Total Spend: £29,635.25 (100%+) Additional £115.25 spent taken from curriculum budget within school

Total Underspend to be spent: 0

Signed off by	
Head Teacher:	
Date:	28/07/2022
Subject Leader:	Thomas Whitaker
Date:	21/07/2022
Governor:	
Date:	